OCTOBER 2015

PERSPECTIVES

A publication for members of the Association of Fraternity/Sorority Advisors

VIEWING SEXUAL ASSAULT THROUGH A NEW LENS

THE DRUNK SEX PROBLEM

| by Gentry McCreary, Ph.D.

HOOKUP CULTURE, SEXUAL VICTIMIZATION, & SEXUAL HEALTH ON AMERICAN COLLEGE CAMPUSES

| by Sean G. Massey, Susan M. Seibold-Simpson, Ann M. Merriwether and Justin R. Garcia

MALE SEXUAL ASSAULT SURVIVORS, A MORE SILENT POPULATION

| by Scott Reikofski

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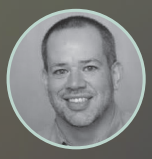

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LETTER FROM THE EDITOR

Sexual assault. This is a complex topic.

At last year's Annual Meeting, our editorial team committed to taking on this exceptionally relevant, challenging, and needed theme for an issue in 2015. We first thought that our angle would be a "point/counterpoint" issue, where we gave space to authors to debate out the various aspects we should consider as professionals working with college students but the reality is all points or sides to the "debate" are valid, significant, and important.

We also knew two more points were noteworthy within this concept: One – Sexual assault is not limited to heteronormative sexual activity, and two – not all perpetrators are men.

At the same time, we did not want to limit the stories that needed to be told. We quickly realized that an edition focused on debates amongst experts was not going to be the most beneficial. Instead, we needed to highlight each expert's knowledge to increase the self-efficacy among our members with regard to sexual assault.

I think what you will find in this issue is a good balance between cause, circumstance, reality, and solution. Sexual assault is not something that we can fix, per se, but our work with college students can certainly improve. As an editorial team, we encourage you to consider all points, reflect on your practice, and find ways in which you can shift your work and your approach to better meet the needs of the students with whom you work.

Sincerely,

Annie Carlson Welch

LETTER FROM THE PRESIDENT

As we think about the current landscape of higher education, and the issues that are prevalent among us, for some, sexual violence immediately rises to the forefront. We have been confronted with recent happenings in the news, and the media has shaped what the current perception is of fraternity. In the past few months, we have turned on our devices to be met with the glaring reality of a problem that has slipped beyond our ability to address. We are met with bills and legislation that seek to determine how the issue of sexual violence is handled on the college campus. Yet, no one has the magical answer to "fix it." As I reflect on that very notion of wanting to "fix it," I stand puzzled at what to do next. I immediately think about the position I sit in as an educator and ponder, "What is in the best interest of students, and how does this issue affect their lives?"

The reality for me is that my time is best spent as a partner whose work is aimed at ensuring the campus environment is safe and empowering for students. If I recall a recent presentation done by a colleague of mine, we spend the majority of our time focused on the problem but not the behaviors that create the problem. If we are truly concerned with the issue of sexual violence within higher education, our focus must shift towards the identification of behaviors in addition to the focus on support for those who are affected. When made aware of yet another case of sexual violence that occurs on my campus, my initial thought does not go to policy. My initial thinking shifts toward asking questions around the environment in which these incidents continue to occur in addition to the environment that continues to exist thereafter. I want to believe that we all have the best interest of those who are affected at heart, but blaming and victimization on either side of the equation is not the answer. It should not be present in any way, shape, or form. I own the fact that this is my belief and maybe not all will agree. However, one thing remains, we have to start doing things differently.

As a survivor, I listen to the perspectives around the table and within our field, and I am shocked at the biases within. If we shifted our lens a bit, what would the outcome be? How would we address this issue differently? Who should be at the table as partners? And lastly, how do we find common ground to address the needs of informed and empowered students coupled with an environment that ensures their safety? I leave you with these posed questions to reflect on, and hope that conversations around prevention continue to evolve.

Sincerely,

Veronica Moore

Veronica Hunter Moore

ASSOCIATION OF FRATERNITY | SORORITY ADVISORS

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SEAN G. MASSEY, SUSAN M. SEIBOLD-SIMPSON, ANN M. MERRIWETHER AND JUSTIN R. GARCIA

Health care providers and mental health practitioners working with high school and college populations tend to focus on the idea that casual sex and hookups are troubling and risky phenomena that should be discouraged or avoided. Recent research focused on college student sexual hookups, however, has revealed a more complex landscape of emerging adult's contemporary romantic and sexual lives. **Page 6**

THE DRUNK SEX PROBLEM

GENTRY MCCREARY

Most college students, fraternity and sorority members in particular, have become desensitized to the concept of the drunk hookup. Drunk sex has not just become trivialized – it has become the rule, and not the exception, for many college students. **Page 10**

MALE SEXUAL ASSAULT SURVIVORS, A MORE SILENT POPULATION

SCOTT REIKOFSKI

One important facet of this issue not always in the forefront of the conversation is male victims/survivors. Many of the public awareness programs, advertised resources, and support groups are for female survivors; and rightfully so as females make up a large majority of the known and unknown victims. It is difficult to generalize whether the awareness campaigns actually are focused on female survivors or if society in general just assumes that survivors are going to be women. **Page 20**

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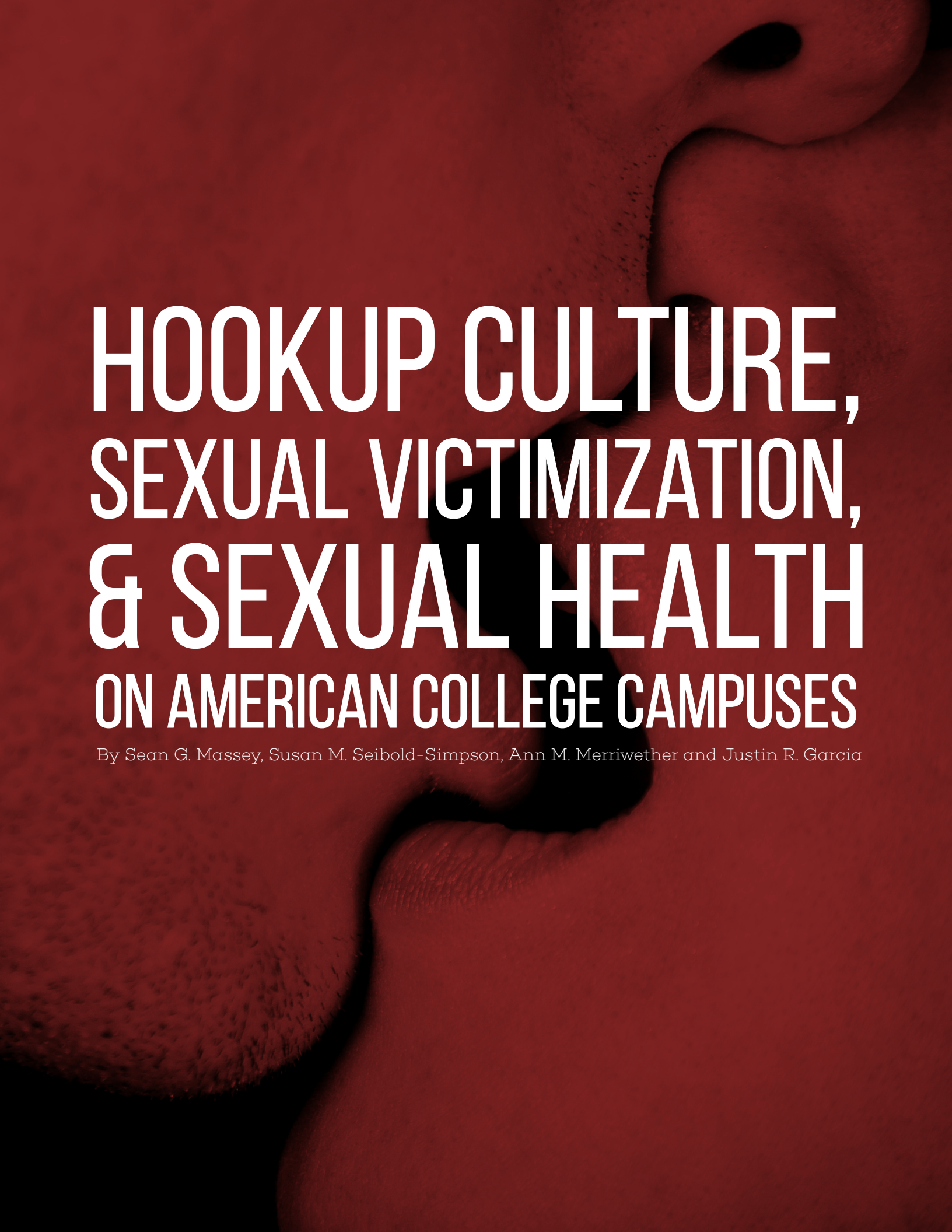

HOOKUP CULTURE, SEXUAL VICTIMIZATION, & SEXUAL HEALTH ON AMERICAN COLLEGE CAMPUSES

By Sean G. Massey, Susan M. Seibold-Simpson, Ann M. Merriwether and Justin R. Garcia

“STUDENTS’ REPORTED REACTIONS TO CASUAL SEX CAN INCLUDE NEGATIVE FEELINGS LIKE ‘REGRETFUL OR DISAPPOINTED,’ ‘CONFUSED,’ AND ‘UNCOMFORTABLE;’ BUT ALSO POSITIVE FEELINGS LIKE ‘GOOD OR HAPPY,’ ‘SATISFIED,’ AND ‘PROUD’ (PAUL & HAYES, 2002). THESE RESULTS SUGGEST THAT REGRET ISN’T ALWAYS THE INEVITABLE BREAKFAST PARTNER AFTER A NIGHT OF CASUAL SEX.”

Health care providers and mental health practitioners working with high school and college populations tend to focus on the idea that casual sex and hookups are troubling and risky phenomena that should be discouraged or avoided. Recent research focused on college student sexual hookups, however, has revealed a more complex landscape of emerging adult's contemporary romantic and sexual lives. In their review of the hookup literature, Garcia and colleagues (2012) suggested that sexual hookups (defined as uncommitted sexual encounters without the promise of an ensuing relationship) are not only quite prevalent among college students - 60-80% of college students report hooking up at least once during their collegiate experience - but also result in a kaleidoscope of both positive and negative reactions. Students' reported reactions to casual sex can include negative feelings like "regretful or disappointed," "confused," and "uncomfortable;" but also positive feelings like "good or happy," "satisfied," and "proud" (Paul & Hayes, 2002). These results suggest that regret isn't always the inevitable breakfast partner after a night of casual sex.

Sexual hookups have clearly become a normative part of college life. As such, it is unrealistic and impractical to think perpetuating a disaster model of hooking up is going to convince college students to stop engaging in a wide variety of uncommitted sexual relationships (e.g., hookups, booty calls, friends with benefits). However, college students' affective and attitudinal responses to romantic and sexual experiences are emotionally complex and sometimes seem in contradiction. In fact, these complex reactions may reflect conflicts within hookup culture itself. In our most recent article (Garcia, Seibold-Simpson, Massey, & Merriwether, 2015), we argued that current research suggests that casual sex can be satisfying and exciting, but like any sexual encounter can also present real emotional and physical risks. For some, hookups are a way to have a pleasurable encounter with no strings attached, and enhance feelings of attractiveness and confidence. For others, hookups can lead to threats to self-esteem and feelings of shame or guilt (Garcia et al., 2012; Paul & Hayes, 2002). And for many, hookups result in both positive and negative reactions. Yet, health science discussions of hookups are less ambivalent, and tend to focus primarily on the risk of sexually transmitted infections, unplanned pregnancy, and sexual violence. However, these risks are not unique to hookups, and can be associated with any sexual encounter, speaking to a more general need for open and accurate discussions of sexual behavior among emerging adults.

SEXUAL HEALTH AND THE SEX POSITIVE PARADIGM

Leading health organizations have endorsed a positive definition for sexual health with an emphasis on safety that includes pleasure and desire as well as freedom from coercion (World Health Organization, 2006; Centers for Disease Control and Prevention, 2010). The sexual health and sexual risk paradigms can in fact complement each other, allowing for the acknowledgment that pleasure is a function of sexual activity (Fortenberry, 2013). This theoretical move is vital to how we conceptualize the costs and benefits associated with casual sex.

However, even with the emergence of this powerful dialogue on a healthy emergent adult sexuality, North Americans continue to have a conflicted view of casual sex. While the media often presents casual sex as having few adverse consequences (Brown, 2002), the institutionalized view is that casual sex is synonymous with risky sex, a notion repeated by friends, families, sexual education programs, and most academic research. This view suggests casual sex equals disaster, with negative physical and psychological health and reputational outcomes, as well as the possibility of sexual coercion and violence. There is no question that these risks are real, but they coexist with positive aspects of emergent adults' sexual development and behavior (Rubin, 1983; Fine & McClelland 2006).

The sex-positive movement emphasizes pleasure and desire as well as safe, healthy, and consensual sex. However, it is rare for researchers to ask about positive outcomes, and most focus on the risks (Eisenberg et. al, 2009). In one recent study, however, Vrangalova and Ong (2014) asked the question "who benefits from casual sex?" and found that participants more oriented toward casual sex reported their experiences led to "thriving." It is likely that more positive research questions will reveal more positive outcomes. Fine and McClelland (2006) made the excellent point that sexuality studies must "be theorized about and studied inside a stew of desires for opportunity, community, pleasure, and protection from coercion and danger" (p. 324) and that researchers have made a mistake in emphasizing risk without attempting to understand the reality of pleasure and risk existing together. The challenge researchers and college administrators face is how to acknowledge the positive aspects of sexuality and the inevitability of college hookup culture, while also educating students about the very real risks that accompany sexual behaviors.

HOOKUPS AND SEXUAL VICTIMIZATION

With the enhanced awareness of sexual victimization on college campuses within the past few years (in part due to the Title IX supplement and changes to the Clery Act), there has been a strong push to ensure campus environments are safe and free from sexual violence. According to one frequently cited study, one in 5 women and one in 16 men are sexually assaulted while in college (Krebs et al., 2007). College student victims/survivors represent 20% of rape and sexual assault police reports among women between the ages of 18 and 24 that were

"THERE IS VALUE IN SEXUAL VIOLENCE PREVENTION PROGRAMS THAT INCLUDE A FOCUS ON ALCOHOL USE, AFFIRMATIVE CONSENT, AND BYSTANDER PROGRAMS, BUT ALSO AN HONEST AND JUDGMENT-FREE EXPLORATION OF POSITIVE SEXUALITY. CREATING CONFIDENCE AT THIS LEVEL MAY INCREASE SEXUAL AGENCY AND REDUCE THE NEED FOR CONFIDENCE-BUILDING/ANXIETY-REDUCING BEHAVIORS SUCH AS ALCOHOL AND DRUG USE."

reported to police from 1995 to 2013 (Sinozich and Langton, 2014). Unwanted sexual contact can range from vaginal, anal, and or genital-oral contact to also include fondling or touching of the breasts or genitals (Adams-Curtis & Forbes, 2004; Flack et al., 2007), and exists along a continuum from not desired to unwanted to coerced to forcible sexual contact and rape (Flack et al., 2007).

The experience of unwanted and nonconsensual sexual contact appears to be all too common among college populations. Flack (2007) found that 30% of college students surveyed reported experiencing unwanted sexual contact or sexual victimization. In a longitudinal study of 483 women, Fielder and colleagues (2014) noted that 24% of women reported at least one sexual victimization event (physical force, threats of harm, or incapacitation) during the first year of college. Tyler and colleagues (2015) found that 55% of women and 39% of men reported at least one episode of some type of sexual victimization (broadly defined) during the past 12 months. In most of these studies, hookup behavior increased the likelihood of experiencing sexual victimization (Garcia, Reiber, Massey, & Merriwether, 2012; Heldman & Wade, 2010).

These statistics demand immediate attention and action by university leadership and student groups. However, there is risk in drawing the conclusion that the decision to hook up is the cause of unwanted sexual contact. Other related variables may better explain any increasing risk. For instance, hookups frequently occur in the context of alcohol and drug use, are often directed by male desire, and can occur in unfamiliar or unsafe settings.

ALCOHOL AND HOOKING UP

When examining the phenomena of casual sex, the risk of sexual victimization has been shown to be strongly associated with alcohol, particularly heavy episodic or binge drinking (Abbey, Parkhill, Clinton-Sherrod, & Zawacki, 2007; Tomsich, Schaible, Rennison, & Grover, 2013). Alcohol's involvement in hookup culture is problematic for a variety of reasons. For both men and women, alcohol can function as a "social lubricant," but it can also be a factor in sexual activity progressing farther than a person might have chosen or consented to when sober (Downing-Matibag & Geisinger, 2009; LaBrie, Hummer, Ghaidarov, Lac, & Kenney, 2014). Incapacitating women with alcohol has been found to be a more likely strategy for sexual aggression with casual partners than with romantic partners (Testa, VanZile, & Tamsen, 2007; Wegner, Pierce, & Abbey, 2014). Abbey (2011) noted that alcohol also increases the willingness of men to commit sexual assault, with extreme scores on other risk factors such as hostility, sexual dominance, acceptance of interpersonal violence, and frequent misperceptions of women's sexual cues.

RECOMMENDATIONS

Navigating romantic and sexual lives can be challenging for emerging adult men and women. Casual sex has become a socially normative experience for the majority of college students in North America and can be a pleasurable and satisfying experience. However, certain features of hookup culture may contribute to unwanted or coerced sexual activity, and this remains an area deeply in need of further research and intervention.

Given that many emerging adults entering college report an absence of comprehensive and sex positive sexual education, it may be necessary to enhance existing remedial sex education programs for incoming college students. There is value in sexual violence prevention programs that include a focus on alcohol use, affirmative consent, and bystander programs, but also an honest and judgment-free exploration of positive sexuality. Creating confidence at this level may increase sexual agency and reduce the need for confidence-building/anxiety-reducing behaviors such as alcohol and drug use (Paul & Hayes, 2002). Educators and professionals in higher education have an obligation to provide students with accurate information about sexuality, so that they can make balanced and informed decisions regarding their sexual lives.

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SELF CARE IS FOR EVERYONE

Whether you are navigating your office and students through a crisis, or it is just regular busy day, consistently putting yourself last can affect the quality of your work more than you realize. Helping students with any traumatic event, especially a sexually assault, can bring up all kinds of feelings and emotions for everyone involved. There are simple things anyone can do to put self-care first. They do not have to involve a lot of work or a lot of money to be affective.

Create your own care team: Reach out to your network of friends and colleagues – both in and out of your field – who care about you as a person. Ask those people to help you help yourself. Encourage them to check in and see how you are doing. Encourage them to ask the hard questions – how are you really doing? These are the people who will not accept "fine" for an answer. Return the favor when you can.

Talk it out: Have a conversation with someone you trust about how you are feeling. This person may be someone in your personal care team. You should also consider looking outside that group and speaking to a professional. Most universities have counseling centers or employee assistance programs where services are available to faculty and staff. Private counseling can be expensive; however, most health insurance plans can reduce the cost of a visit to a co-pay or less.

Work it out: Exercise can also be a great stress reliever. I quote fictional sorority woman, Elle Woods, "Exercise gives you endorphins, endorphins make you happy!"

Get out: Of your office, your home, maybe even your town for the weekend. I have heard people tell new moms, "When the baby is sleeping you should be sleeping." The student affairs equivalent is, when the students are gone you should be too. Take advantage of weekends or school breaks. Yes, it can be a great, uninterrupted time to catch up on work. It can also be a great time to unplug – whatever that means to you. It may mean a hike or it could mean a weekend binge watching your favorite show, and you are way behind! Even if you feel selfish taking it, take the time. Please. You will hit the reset button and come back better prepared to do your best work.

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THE DRUNK SEX
PROBL

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By Gentry McCreary, Ph.D.

Most college students, fraternity and sorority members in particular, have become desensitized to the concept of the drunk hookup. Drunk sex has not just become trivialized – it has become the rule, and not the exception, for many college students.

Need proof? Consider the content from an article recently posted to the Total Sorority Move (TSM) website entitled "The Most Scandalous Big/Little Sex Story You'll Ever Read." After describing a post-party foursome involving her big sister in the sorority and two random guys, the author concludes with:

"That's right, my big and I had sex with two of the same guys. In the same night. In the same room. Isn't that how everyone bonds with their big? No? Just us?

After that, the rest is history. We wake up with no memory of what happened, and I proceed to puke in front of an unsuspecting family. Pretty casual Thursday night if you ask me" (ChampagneShowers, 2015).

Waking up with no memory of what happened the night before is an all too common refrain for those who investigate Title IX cases. It happens much more often than most people would care to admit. In the fraternity/sorority world, I would guess that it happens every single night on every college campus in America.

THE DISCONNECT BETWEEN HOW RESEARCHERS & PRACTITIONERS DEFINE RAPE AND WHAT STUDENTS THINK CONSTITUTES A SEXUAL ASSAULT IS VAST.

The sexual episode described in that article, if true, would constitute a sexual assault. The oft-quoted "one in five" statistic comes from a 2007 study funded by the National Institute of Justice (Krebs et al, 2007). In that study, women were asked to respond to the question, "When you were drunk, high, drugged, or passed out and unable to give consent, how many people ever had vaginal sex with you?" A response of any number greater than 0 classified that woman as a rape victim and included her in the "one in five" statistic.

However, when you read the fine print of that study, the numbers get tricky. Of the women who responded that they had engaged in incapacitated sex, less than 40% of them self-identified as rape victims. 64% did not consider themselves to have been sexually assaulted, even though their experience met the technical definition of sexual assault. The woman who described her four-way big sister sex party in the TSM article certainly does not appear to consider herself a rape victim. The disconnect between how researchers and practitioners define rape and what students think constitutes a sexual assault is vast. What might be rape to one person is just a drunk hookup to another.

All of this is a big problem.

It is a problem for college administrators as they struggle to comply with complex federal laws while being able to differentiate drunk sex from sexual assault (Hess, 2015). It is a problem for prevention specialists who struggle to find the best approach to prevent sexual assault in an environment where the technical definition of assault does not meet the practical definition used by most students, and it is a problem for students who have become desensitized to the concept of sexual assault by being bombarded with experiences and pop-culture messages telling them that drunk hookups are normal and acceptable. The remainder of this article will examine this problem from the various perspectives of those most affected by it and end by offering some strategies to address this problem.

POTENTIAL VICTIMS

If you conduct a Google image search for "passed out drunk girl" you will find pages and pages of images, many of which have been transformed into clever (or not so clever) memes trivializing alcohol-induced blackouts. I often use one of these pictures as an illustration of the problem involving sexual assault and capacity. I will post an image on the screen and ask the question, "If this person went home with a guy, and they had sexual intercourse, and she woke up the next morning with only a vague recollection of what happened, who would define whether that experience constituted a sexual assault?"

The answer, of course, is that she would define her own experience. She may consider it a sexual assault and she may not. Whether or not she was actually sexually assaulted will be a very fact-dependent determination depending on whether or not the person who had sex with her knew, or should have known, that she was incapacitated.

There are a number of reasons why someone who wakes up with only a vague recollection of what happened the night before would not define their experience as rape – the most likely reason is that they wanted to have sex with the person, and the fact that they don't remember everything that happened is inconsequential. But the evidence that 64% of the women who have this experience do not consider themselves to be rape victims makes things exceptionally more difficult for the 36% who do. By creating a norm where drunk sex is "just" drunk sex, those outside of the norm (those who define the experience as rape) often find themselves having their interpretations of what happened (and often their motives, judgment, or decision-making) questioned by others. The reason the "rape vs. regretted sex" conversation often swirls around these cases is because a substantial number of women who engage in sex under the influence do not define their experiences as problematic. In fact, as seen in the TSM article, these experiences are often trivialized and laughed about.

Because of this trivialization, it is common for someone who defines their experience differently – someone who defines it as rape – to come forward with an allegation and to have their interpretation of what happened questioned. We have heard the victim blaming lines before – "are you sure you aren't just regretting what happened" or "why did you go home with him if you didn't want to hook up?" It is understandably difficult for

young people to grapple with these questions and to misunderstand their experience, or to alter their understanding of what happened to them based on the norms of their peer group. Someone who initially felt that they were assaulted may come to feel differently because of how their experience is interpreted by those in their peer group, especially if that peer group is one in which drunk sex is an accepted norm.

The drunk sex phenomenon does not just affect others because of the norm that it creates. Drunk sex also affects those who engage in it and normalize it internally. Imagine, for a moment, that a woman has engaged in multiple drunken hookups about which she has a vague recollection at best and then has an experience that she defines differently. That is, she has several drunk hookups that she is okay with, and then has one that she is not okay with; with someone she did not want to be with. It is easy to think of multiple reasons why, after multiple wanted drunken hookups, someone who then experiences an unwanted assault may have difficulty characterizing that experience as a rape or, even worse, may blame themselves for what happened.

"I really didn't want to have sex with that guy last night. Why did I even go home with him?"

"I shouldn't have been so drunk. I need to be more careful next time."

POTENTIAL PERPETRATORS

While various studies reveal different results, a widely cited national study by Koss et al (1987) demonstrated that while 1 in 12 men engaged in activity that meets the technical definition of sexual assault, less than 20 percent of the men who engage in those activities consider what they did to be sexual assault. There is a disconnect between what most college students define as a sexual assault and what actually constitutes a sexual assault. Many men engage in behavior that is, by definition, sexual assault but do not consider themselves rapists.

These findings can be attributed, at least in part, to the culture of the drunken hookup. Through their experiences with consensual drunken sex, men become numb to the possibility of drunk sex being sexual assault. Consider the two young men depicted in the aforementioned TSM article. Their experience may tell them that drunk sex is okay because the women with whom they had engaged in drunken sex defined what happened as okay, even though those women have no recollection of what happened and were, in fact, incapacitated. If this happens multiple times, and on every occasion the behavior is positively reinforced as okay, the lines between acceptable sexual behavior and rape become further blurred. Then, at some point, the line between drunk sex and sexual assault is crossed, and a victim who is beyond drunk – someone who is truly incapacitated - defines what happened differently than previous partners. As a result, two lives are forever changed because we failed to help students understand the difference between drunk sex and rape.

THE EVIDENCE THAT 64% OF THE WOMEN WHO HAVE THIS EXPERIENCE DO NOT CONSIDER THEMSELVES TO BE RAPE VICTIMS MAKES THINGS EXCEPTIONALLY MORE DIFFICULT FOR THE 36% WHO DO.

SO WHAT DO WE DO ABOUT IT?

Imagine, for a moment, that you are one of the men described in the aforementioned TSM article. You have just had a foursome with your best friend and two women. You were all intoxicated at the time, and you also only have a vague recollection of what exactly transpired.

Imagine now this is not the first experience you have had with a drunk hookup. In fact, you have had several. You are a bright, good-looking student, and women tend to be attracted to you. You have never had any difficulty talking to women. You routinely go to parties and meet women, and these meetings often lead to sexual encounters. These encounters have always been positive. You have never knowingly taken advantage of someone, and you generally respect appropriate boundaries regarding sex. But you often find yourself in situations involving sex and alcohol.

Now, imagine that your fraternity brings in a speaker from the campus women's center to discuss sexual assault prevention. This person discusses consent and capacity, and at some point in their program states that intoxicated females cannot consent to sexual intercourse. How would you respond upon receiving this information?

"What that person is talking about is rape. I have never/would never rape anyone. What she is saying doesn't even apply to me."

"What is that person talking about? I have sex with drunk girls all the time, and it isn't rape."

"If what that person is saying is true, then I'm a rapist, which is ridiculous."

While not all men having four-ways with sorority sisters pairs, many college men, fraternity and otherwise, are fully accustomed to the concept of the drunken hookup. And when they are told that someone who is under the influence of alcohol cannot consent to sexual activity, it goes against everything they have learned and personally experienced, thereby diminishing the credibility of the message they are receiving. Another opportunity for education goes down the drain because we have failed to meet students where they are and create prevention messages that are consistent with the reality of their lived experiences.

WHILE ONE DOES NOT NEED TO BE PASSED OUT OR COMPLETELY UNCONSCIOUS IN ORDER TO BE INCAPACITATED, THE PERSON DOES NEED TO BE MORE THAN JUST "DRUNK" OR "UNDER THE INFLUENCE" (SOKOLOW, 2005).

Unfortunately, many well-intentioned prevention programs feature statements like "intoxicated people cannot consent to sexual activity." In addition to alienating students who may regularly mix alcohol and sex, these statements are not technically or legally accurate. "Incapacitated" is the law regarding sexual consent, and "incapacitated" is a different threshold than "drunk." While one does not need to be passed out or completely unconscious in order to be incapacitated, the person does need to be more than just "drunk" or "under the influence" (Sokolow, 2005). It is important that we begin helping students understand the difference between drunk sex and incapacitated assault because helping students understand and navigate the fine line between those two things may be the most important thing we can do in preventing sexual assaults on college campuses. Frankly, our prevention conversations with students need to be more sophisticated than "drunk people cannot consent to sexual activity." In order to really reach students on this topic in a way that will prevent incapacitated assaults, we have to be comfortable acknowledging that sometimes drunk sex is OK and begin helping students understand the line at which it becomes problematic.

A person who is incapacitated does not have the ability to make reasonable, rational decisions, and cannot appreciate a given situation and address it consciously. In other words, they do not fully comprehend who they are with, where they are, and what they are doing, or have the mental wherewithal to stop something from happening that they do not want to happen (Sokolow, 2005). The "Who, Where, What, Wherewithal" test is a great way to explain capacity to students. Instead of a watered down and legally inaccurate "drunk people cannot consent to sex" message, we instead need to begin focusing on the subtle difference between a drunk hookup and an incapacitated sexual assault so students can understand the two. Failing to engage in this conversation will likely result in students tuning out a "drunk sex" message because it is so inconsistent with the norm on most college campuses. Professionals engaging in prevention work must be able to understand and articulate the differences between "drunk sex" and an incapacitated sexual assault, and begin educating students on those differences. A message that helps students understand "drunk sex" versus "incapacitated sex" and reinforces a message of "better safe than sorry" is likely a much more promising prevention strategy than a message of "drunk sex is rape."

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SUPPORTING BROTHERS & SISTERS DURING TIMES OF NEED

By Courtney L. McKenna and Adam M. McCready

POTENTIAL BARRIERS AND REACTIONS TO SEXUAL ASSAULT DISCLOSURES AND ALLEGATIONS

Scholars and practitioners alike have explored the issue of sexual assault for years, however the focus on this issue in the college environment has never been greater. In April of 2011, with increasing concern over sexual harassment, assault and discrimination on college campuses, the Office of Civil Rights issued a Dear Colleague Letter. This letter provided guidance that has had far-reaching effects on how colleges and universities address sexual assault. Specifically, this letter underscored that sexual violence is considered sex discrimination and is, therefore, prohibited by the Title IX amendments to the Higher Education Act (Ali, 2011). Consistent with other findings, a recent poll conducted by the Washington Post-Kaiser Family Foundation (2015) found that 5% of college women experience rape each year, which translates to 1 in 5 women over a four-year undergraduate education cycle. It is important to note that this figure does not include other forms of gender-based sexual violence or harassment such as stalking or dating violence. And while women are disproportionately affected, this study also found that 1 in 20 men will also experience sexual violence in college.

LONGITUDINAL STUDIES HAVE FOUND THAT FRATERNITY MEN MAY BE THREE TIMES MORE LIKELY TO ENGAGE IN SEXUALLY AGGRESSIVE ACTS (FOUBERT, NEWBERRY, & TATUM, 2007; LOH, GIDYCZ, LOBO, & LUTHRA, 2005) AND TO ENDORSE RAPE-SUPPORTIVE ATTITUDES OR BELIEFS AT A HIGHER RATE THAN THEIR UNAFFILIATED PEERS (BLEECKER & MURNEN, 2005; BOERINGER, 1999).

The Dear Colleague Letter provided guidance, stirred many to action, and was influential in informing federal legislation. For example, the Campus SaVE Act, part of the 2013 reauthorization of the Violence Against Women Act (VAWA), requires that campuses implement educational programs for faculty, staff, and students that address domestic violence, dating violence, sexual assault, and stalking among other requirements ("VAWA Authorization," n.d.). Subsequently, President Obama used a 2014 weekly address to announce the creation of the White House Task Force to Protect Students from Sexual Assault chaired by Vice President Biden, a longstanding champion of prevention of violence against women. As the first administration to directly address campus sexual assault, President Obama stressed that "college should be a place where our young people feel secure and confident, so they can go as far as their talents will take them" ("Taking Action to End Sexual Assault", 2014).

While sexual assault has long been a priority for university prevention and conduct professionals, fraternity and sorority professionals have reason to pay attention to this issue as well. While we know most fraternity men do not rape, longitudinal studies have found fraternity men may be three times more likely to engage in sexually aggressive acts (Foubert, Newberry, & Tatum, 2007; Loh, Gidycz, Lobo, & Luthra, 2005) and to endorse rape-supportive attitudes or beliefs at a higher rate than their unaffiliated peers (Bleecker & Murnen, 2005; Boeringer, 1999). Fraternity men have also been found to be more likely to use non-physical force or coercion, including drugs or alcohol, to obtain sex than non-affiliated men (Boeringer, Shehan, & Kaers, 1991).

In contrast to research on fraternities, research on sorority membership and sexual violence and assault lacks depth. The available literature focuses on acceptance of rape mythology (Bannon, Brosi, & Foubert, 2013; McMahon, 2010) and has examined sorority women as a high-risk population to be victims of sexual assault (Mohler-Kuo, Dowdall, Koss, & Weschler, 2004). Additional research suggests women in sororities are more likely to experience rape than other college women (Copenhaver & Grauerholz, 1991; Minow & Einolf, 2009; Mohler-Kuo et al., 2004) leading the National Institute of Justice to list sorority membership as a primary factor for increased sexual assault risk ("Factors That Increase Sexual Assault Risk," 2008).

If the aforementioned research is not enough to gain the attention of fraternity and sorority professionals, the following should be. As more and more campuses are audited by the Office of Civil Rights, the legal enforcement arm of the Department of Education, it is apparent that fraternity and sorority life is an area of great interest to OCR auditors. Campuses have reported having to furnish information on training provided for fraternities and sororities including who was present, curriculum content, and how frequently trainings were held. Furthermore, campuses have been asked to provide campus climate information not just for the fraternity/sorority community at large, but for individual chapters as well.

Members of our Association understand that no two fraternity or sorority chapters are the same, and that a variety of factors will influence whether survivors will disclose their experience to members of their organization, or how a chapter will respond to a member who is accused of sexual assault. In that vein, using existing research on sexual assault, coupled with emerging research on brotherhood and sisterhood, this article seeks to provide a framework for understanding chapter cultures and how those cultures impact attitudes toward and responses to sexual violence. It will also offer recommendations and future implications specific to fraternity and sororities given the current landscape of higher education and the prevalence of campus sexual assault.

RESPONSES OF SORORITIES

While longitudinal research on the relationship between sorority membership and sexual assault does not exist to the same degree as fraternities, general research on sexual assault shows that women are disproportionately affected compared to men. Moreover, according to the Department of Justice (2014) rape and sexual assault incidents are more likely to go unreported than other types of violent crime. There are many barriers discouraging survivors from disclosing their assaults, leading to the underreporting of sexual misconduct or assault (Allen, Ridgeway, & Swan, 2015). In particular, the polarity of the sexual assault research on fraternity men and sorority women, which often identifies fraternity men as potential perpetrators and sorority women as victims, in many ways supports the rape mythology that can foster barriers to individuals to reporting assaults.

The five schema of sisterhood (Cohen, Schutts and McCreary, 2014) provides a valuable framework through which we can understand the reactions and responses of sorority members towards other members who may come forward with allegations of assault. Their research suggests five schema used by sorority members to understand sisterhood – shared social experiences, belonging, support and encouragement, accountability, and common purpose.

When examining responses through the lens of shared social expe-

ADDITIONAL RESEARCH SUGGESTS THAT WOMEN IN SORORITIES ARE MORE LIKELY TO EXPERIENCE RAPE THAN OTHER COLLEGE WOMEN (COPENHAVER & GRAUERHOLZ, 1991; MINOW & EINOLF, 2009; MOHLER-KUO ET AL., 2004) LEADING THE NATIONAL INSTITUTE OF JUSTICE TO LIST SORORITY MEMBERSHIP AS A PRIMARY FACTOR FOR INCREASED SEXUAL ASSAULT RISK ("FACTORS THAT INCREASE SEXUAL ASSAULT RISK," 2008).

riences, the perceived power and privilege possessed by a chapter may serve as an important indicator of the willingness of survivors to disclose their assaults to their peers, and influence their peers' reactions. Research has identified there is an association between a fraternity or sorority's power and social prestige and the anti-social behaviors of its members (DeSantis, 2007; McCreary & Schutts, 2015). Sorority members who view sisterhood primarily as a social experience appear to be most likely to engage in victim blaming and shaming, and would be the least likely to support a sister coming forward with allegations of assault. The schema of sisterhood based on shared social experience is closely linked with attitudes that place a high degree of importance on the chapter's place in the campus social hierarchy. Women who care most about the social elements of sisterhood are most likely to care most about the sorority's place in the social pecking order. Any actions that could diminish the sorority's standing in that social order are viewed as undesirable. It is easy to understand why these members may not support a sister who alleges that she was sexually assaulted, especially if the alleged perpetrator comes from a socially prominent fraternity. The fear of a fraternity (or many fraternities) retaliating against a sorority in the form of canceled social functions and social isolation could be enough to keep many members from supporting a sister in reporting an assault.

DeSantis (2007) also found that the members of fraternities and sororities with significant social status adhered rigidly to traditional gender roles. While research on women as perpetrators of sexual assault is largely unstudied, understanding organizational culture related to traditional gender roles may help predict how a chapter may respond. Sororities who adhere to traditional gender roles, and/or who accept rape mythology more readily, may have difficulty understanding how a member could be a perpetrator of sexual assault. This may be even more difficult for members to understand if the alleged assault was against another woman. However, in their study of the self-perceptions of fraternity and sorority members regarding sexual assault, Bannon, Brosi and Foubert (2013) found that sorority women were more likely to dismiss rape myths and confront a potential sexual assault incident than their fraternity peers.

In addition to addressing rape mythology to reduce barriers limiting student disclosure, positive support from a peer during an initial disclosure can motivate students to report incidents of sexual violence and assault to the appropriate parties (Banyard, Moynihan, Walsh, Cohn, & Ward, 2010). Banyard et al. (2010) found female college students self-reported that they were generally more adept than male college students at responding to the disclosures of sexual assault survivors. Female participants also identified they were more confident in their responses to disclosures, and more appreciative of their friends' openness than the male participants. It is easy to understand how women, or chapters, measuring higher in the support and encouragement, accountability and common purpose schema would be more likely to place the needs of a sister above her own needs for social status. Elevated forms of sisterhood have been correlated with increased survivor support and decreased victim blaming (McCreary and Schutts, 2015). Creating spaces in chapters where women are supported while going through the aftermath of a sexual assault may very well depend on having a chapter culture that values the more altruistic forms of sisterhood over more social, surface-level forms of sisterhood. Though supporting research is lacking, one could surmise that as a broader population, sororities may provide more supportive environments for survivors than fraternities.

RESPONSES OF FRATERNITIES

Understanding how fraternity men define and construct brotherhood at the chapter level can help one to understand and predict how a fraternity chapter may respond in the event that one of their members is a victim of, or accused of, sexual assault. Research by McCreary and Schutts (2015) demonstrates the four ways that men define and conceptualize brotherhood – solidarity, shared social experiences, belonging and accountability.

Adherence to traditional gender performance scripts has additional implications for fraternities (DeSantis, 2007). For example, members from these organizations were found to be more homophobic than their peers in other chapters. Additionally, McCreary and Schutts (2015) noted, "...it is likely that groups who measure high in shared social experiences would be more likely to make decisions as a group based on conventional moral schema, particularly those centered around maintaining norms in order to achieve social status on campus" (p. 46). It is also likely chapters that possess, and aspire to possess, positions of social influence would maintain environments that inhibit the disclosures of male survivors. Allen et al. (2015) found some men may avoid disclosing their assaults because they are concerned about being identified as gay, or they do not feel that they will be believed by others. Also, participants in the study believed campus resources were more supportive for female survivors. Male participants were less confident in the support provided by campus resources or law enforcement. Fraternities, particularly chapters espousing heteronormative ideals and/or promote

oppositional cultures toward those in roles of authority, may hinder their own members from seeking help from others after assaults. Also, rape myth acceptance has been found to be positively correlated with fraternity membership (Murnen & Kohlman, 2007). These findings are relevant because peer acceptance of rape mythology and victim blaming attitudes can discourage men from disclosing their experiences to others (Allen et al., 2015).

In the event of a brother being accused of sexual assault, the two schema on the opposite ends of the spectrum – solidarity vs. accountability – provide us with a framework through which to understand opposing responses of fraternity chapters. Fraternity members who think of brotherhood in terms of solidarity – a mentality of "I've got your back, you've got mine" – are those most likely to adopt a "circle the wagons" approach when a brother is accused of sexual assault because their concept of brotherhood revolves around supporting brothers at all costs, even when a brother may be in the wrong. Brotherhood based on solidarity, seen especially in chapters with more severe hazing designed to build a bonded, unified pledge class, creates an environment where members are rewarded by showing unity in times of distress. High-risk chapters, ones promoting environments allowing individuals to stray from the their personal moral standards, would not only provide little support for the disclosures of sexual assault survivors, but would also do little to address or challenge the behavior of a member accused of an assault, and instead, attempt to justify this individual's alleged actions. Researchers have found correlations between fraternity chapters identified as high-risk groups for rape by other students and sexually aggressive behaviors, misogyny, heteronormativity and the objectification of women (Boswell & Spade, 1996; Humphrey & Kahn, 2000). Boswell and Spade (1996) found chapters identified as high-risk by their peers had a higher frequency of conduct incidents, and the incidents were more severe in nature than low-risk groups. This mentality may manifest itself in a variety of ways if and when a brother is accused of sexual violence; victim blaming, social pressure, intimidation, and other forms of retaliation against a victim are all likely possibilities. In applying the research of McCreary and Schutts (2015), fraternity chapters deemed high-risk by other students anecdotally appear to lack accountability, and would probably score poorly within this schema.

On the other hand, chapters who understand and prioritize a brotherhood based on accountability to shared standards and expectations may respond very differently in the event that a chapter brother is accused of sexual assault. These chapters see brotherhood as the mechanism by which members are made better. By holding one another to high standards, these fraternities truly understand their purpose and historical mission. While Carroll's (2009) research on moral judgment and moral disengagement on rape-supportive attitudes found that a relationship exists between higher rape-supportive attitudes and higher moral disengagement in fraternities, the research also found that higher moral judgment was related to lower rape-supportive attitudes. Therefore, it is hard to imagine the same "circle the wagons" approach occurring in a chapter steeped in accountability. Rather, these chapters would be much more likely to take the allegation seriously, to address the accused brother in a meaningful way, and to take swift action to address the situation. Both Carroll (2009) and McCreary and Shutts (2015) give reason to believe there are positive outcomes to be had if one can impact the moral compass of a chapter and increase accountability.

TAKEAWAYS/FUTURE CONSIDERATIONS

Each year, inter/national organizations and campuses collect and assess significant amounts of data from members and chapters, such as grades, retention, learning outcomes, service hours completed, and philanthropy dollars raised. This data helps to paint a picture of chapter success or health. However, chapter climate surveys specifically regarding attitudes and beliefs around sexual assault and rape myth acceptance should be added to this list. While the authors have used brotherhood and sisterhood as lenses to examine climate, there are a number of measures that can be utilized to assess attitudes toward sexual assault and violence such as the Rape-Myth Acceptance Scale, Rape Empathy Scale or College Date-Rape Attitude Survey. Additionally, campus professionals can contract one of a number of external firms offering campus climate surveys, or collaborate with faculty, campus assessment professionals, or Title IX colleagues to create campus-specific instruments. It is imperative that inter/national organization staff members and volunteers, and campus professionals invest in a way to better understand chapter climate.

Understanding the climate towards sexual assault and violence is only the first step to addressing these complex issues. Effective policy education informs individuals about their rights and responsibilities as members of a community - whether campus, chapter or otherwise. Clear and effective policies allow for accountability, and at a very basic level, order. While policies should be included in a sexual assault prevention implementation plan, policy education alone does not change culture or climate and, thus, cannot be the only message. A two-pronged approach of policy education coupled with prevention education is recommended. Additionally, despite limited resources, a one-size-fits-all approach, either through a series of smaller identical presentations or a one-time large keynote, is unlikely to elicit buy-in or create intended change when working with fraternities and sororities. Approaching sexual assault prevention and education with a clear understanding of the audience and chapter culture, creates space for an intentional approach designed with chapter-specific outcomes. For example, a campus and/or inter/national organization may choose to confront the mechanisms by which men in a specific chapter might rationalize taking advantage of women, or assist a sorority in examining gender roles or social status that would lead to victim blaming based on the climate of the chapter. It also allows for intentionality regarding approach and delivery including identifying the messenger best suited to meet intended outcomes.

Finally, a schema identified in both brotherhood and sisterhood research is belonging (McCreary & Schutts, 2015). For chapters and individuals who score high in belonging, significant portions of their identities are tied directly to their membership. In contrast to those who score lower on belonging, victims who do not feel supported, or alleged perpetrators who are swiftly removed from their chapters, may experience significant feelings of loss if they have strong senses of belonging to their organizations. While campus professionals or inter/national organizations may not always know if or when alleged incidents of sexual assault include fraternity or sorority members, understanding chapter culture in advance would allow for an increased focus on available support services

such as counseling when working with these chapters.

Fraternities and sororities are organizations built on shared commitment to building better men and women, and sustained on those espoused and enacted organizational values. However, the research does not reflect the high ideals and expectations established in the oaths these organizations. If fraternity and sorority stakeholders are to address this incongruence related to sexual assault, they need to invest time and resources into assessing chapter climate as consistently as they track chapter grades, take chapter-specific policy and prevention education as seriously as they do recruitment, and address unhealthy or imbalanced organizational culture as quickly as they address chapters with low membership yields. While existing research paints a bleak picture for fraternities and sororities regarding sexual assault, let future research show that the informed and targeted efforts suggested have made a difference.

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MALE SEXUAL ASSAULT SURVIVORS

A MORE SILENT POPULATION

By Scott Reikofski

An extraordinary, yet overdue, level of attention is being brought to bear on issues of sexual assault on campus. Increased government scrutiny and regulation, amplified media attention on sexual assault and rape, particularly as it is related to fraternities, and the positive (though still inadequate) amount of education on the topic translates to the reality that a day does not pass that the topic is not front and center. As stakeholders in collegiate men's and women's fraternities, it is crucial we grasp the big picture on this and many other topics.

One important facet of this issue not always in the forefront of the conversation is male victims/survivors. Many of the public awareness programs, advertised resources, and support groups are for female survivors; and rightfully so as females make up a large majority of the known and unknown victims. It is difficult to generalize whether the awareness campaigns actually are focused on female survivors or if society in general just assumes that survivors are going to be women.

This general attitude is summed up by 1 in 6 founder, Steve LaPore, when he states that while a greater awareness about sexual assault against women and children has come about, that awareness and education does not include men as victims. We socialize males to "pull themselves up by their bootstraps" since male vulnerability or pain is difficult for society to acknowledge (Kassie, 2015). Yet research has shown that 1 in 6 males have survived some abusive sexual experiences before reaching adulthood (RAINN, 2015; Joyful Heart Foundation, 2015).

Trying to gain any quantifiable statistics specifically about male-on-male sexual assault is incredibly elusive. Much of the existing research on sexual misconduct and assault does not differentiate between male or female aggressors, nor was the age or life stage of the victims clearly stated. We already know from general statistics on sexual assaults that they are grossly under-reported across the board, and those public statistics may or may not possess a clear delineation between sexual assault and rape. Depending on the source, trying to identify any solid quantifiable information is confusing at best. A 2010 report by the Centers for Disease Control and Prevention (CDC) estimates that 1 in 71 men in the United States have been raped (52.4% by acquaintances, 15.1% by strangers) in their lifetime. 5.3% of men report having experienced sexual violence other than rape, including being made to penetrate someone else, sexual coercion, unwanted sexual contact or non-contact sexual experiences in the year prior to the survey. 4.8% of men report having been forced to penetrate someone else in their lifetime, and 6% of men report experiencing sexual coercion in their lives (Centers for Diseases Control and Prevention Fast Facts, 2015).

A 2010 survey by the CDC on intimate partner and sexual violence found that 40% of gay men, 47% of bisexual men, and 21% of straight men in the U.S. "have experienced sexual violence other than rape at some point in their lives" (Centers for Disease Control and Prevention, 2015; Kassie, 20154). This has led some researchers to question whether these survivors were targeted because of their orientation, and if the societal assumption that gay and bisexual men are always up for sex with anyone rationalizes, or contributes to the rationalization of, the attack. Other discussion has also included questioning the sexual insecurities of the attacker or a simple gay-bashing, hate-crime motivation.

> "We socialize males to 'pull themselves up by their bootstraps' since male vulnerability or pain is difficult for society to acknowledge."

Regardless of the exact statistical numbers, there are a few things that we do know for certain. Most victims of sexual violence require extensive emotional and psychological healing after the incident, but male survivors have a harder time putting words to what happened. Men often find it difficult to identify with terms like "victim" or "survivor." Experts say that many factors may lead male survivors to be much less likely to identify their experience as abuse or assault (Kassie, 2015). Personal shame, the possibility of public humiliation, society's assumption that men always want sex, or society's belief that men can't be sexually assaulted or raped are only a few things that male survivors consider when determining whether or not to report. It is even more confusing and shameful for the survivor if he had any sort of involuntary physiological response, such as erection or ejaculation during the incident (Kassie, 2015; Trent, 2013).

A number of articles and personal accounts by survivors indicate most men believe the system of resources and accountability is not necessarily equipped to address and support male victims. Many of the resources that may be available for sexual assault victims are found within campus women's centers. If a male survivor is questioning his masculinity and feeling less of a man from his experience, seeking support in a women's center may be the last place he wants to go or be seen. And while the situation may improve with the additional Title IX requirements, many campuses have been inconsistent in accountability for perpetrators.

Personalizing the Experience

As part of the preparation for this article, I reached out to a former student who is a survivor of sexual assault in his undergraduate fraternity. We have remained friends over the years, and "Bruce" (who asked to remain anonymous) was generous in sharing his perspective.

"The day after, I walked around very confused. There was a lot of drinking, and there were always dumb sexual games and kidding around at parties, and it was hard to convince myself this wasn't a dumb game after a few too many drinks. I was scared that I only remembered parts of what happened. I only remembered being given a drink by someone at this party and then having trouble standing and talking. The next thing I remember is waking up naked in an empty bedroom hours later.

I remember stumbling across campus and making my way to my locker in the gym. While showering, I realized I was bleeding rectally. I hid in the bathroom stall for a while, and changed into my work out stuff with a half roll of toilet paper in my shorts for the blood. I got back to my room, drank a lot to calm me down and slept for the next day. The next three days I skipped classes, cried, punched a few walls, and felt if I said anything to anyone it would follow me forever and I didn't want to be known as the guy who got drunk at a party and got screwed by another guy. A lot of anger, but most of all, I was afraid people would find out" (Bruce, personal correspondence, 2015).

Trying to Understand the Experience & Respond as a Resource

We know as student development specialists we may not always have the same experiences as our students, but as resources and educators, it is important to grasp what they may be going through. The Rape, Abuse and Incest National Network's (RAINN) website provides a basic list of common experiences shared by male sexual assault survivors. While the list is far from exhaustive, it provides examples of the emotions victims of sexual assault may be working through. These emotions include:

- Anxiety, depression, fearfulness, or post-traumatic stress disorder
- Concerns or questions about sexual orientation
- Sense of blame or shame over not being able to stop the assault or abuse, especially if he experienced an erection or ejaculation
- Feeling on-edge, being unable to relax, and having difficulty sleeping
- Feel like "less of a man" or that you no longer have control over your own body

- Avoiding people or places related to the assault or abuse
- Fear of the worst happening and having a sense of a shortened future
- Withdrawal from relationships or friendships and an increased sense of isolation

Specifically in fraternity experiences, much of what is discussed through our hazing education work may also be elements of these situations. An implied power dynamic, a man seeking acceptance, approval, and camaraderie may not speak up after an incident for a number of reasons; fear of losing their place within the organization, fear of bringing unwanted negative attention to himself, his chapter or the fraternity community in general, fear of his commitment to the chapter and/or the brotherhood being questioned, or fear of his masculinity being a target.

From Bruce's recollections, "I totally didn't feel like a man. I was paranoid that others may have watched me get raped. I wanted to know if only one guy raped me or were there more? Mostly I was scared that someone took pics or videos that would haunt me for the rest of my life. I began to feel my fraternity wasn't as safe as I thought. I walked around feeling someone must have seen this and could have stopped this, and I didn't know if any of my brothers were involved. I was scared that I had gotten a STD. I was frustrated I couldn't share this even if I wanted to, which I didn't want to."

Recommendations

There is a need for greater education and a continuous open dialogue about the issue of sexual violence of all types that includes all populations as both potential victims and potential perpetrators. The level of insensitivity, self-removal, entitlement, the "protection" from well meaning, hovering parents, and "it couldn't happen to me" attitude can be seen daily among students at this developmental level. In many instances, one does not have to look too deeply to see a level of "selective respect" rather than an attitude of more general respect for all individuals. Many of our students have no idea how to manage anger, anxiety, or other strong emotions except through violence and/or substance use/abuse. These issues in varying levels all conspire for a population in denial and an alcohol-fueled social environment that is ripe for assault and rape.

Students must be active participants who drive the dialogue, the awareness, and the education. Peer education is much more powerful than most administrative interventions. They are also present in these potentially volatile social situations and would have more potential for prevention or intervention. However, it is up to administrators and faculty with student participation to push the investigative and disciplinary processes. The disciplinary process also should have a clear, educational component.

Along with the education, the developments of commonly known resources specific to male or male-identified survivors are needed. Bruce's perspective addresses this issue directly: "I knew there were sexual assault services on campus, but I didn't feel safe going. The posters and programs you hear about and see on campus look like they are services for female students, so I was uncomfortable turning to them, and I just didn't want to be laughed at and turned away for going to a women's program. I even tried calling a couple of times but these resources were "staffed" by young female volunteers, and I just couldn't bring myself to share with a girl what had happened to me."

While financial and human capital resources are limited, it may not make sense to develop additional, separate resources for male survivors, but perhaps campuses need to re-evaluate and determine better ways to make existing resources more available, more accessible and more inclusive for male or male-identified victims.

> "A 2010 report by the Centers for Disease Control and Prevention (CDC) estimates that 1 in 71 men in the US have been raped in their lifetime."

Finally, until campuses have put forward a fully open and comprehensive set of resources and support, administrators should make ourselves publicly known for sensitive understanding of these issues. Something similar to the safe-zone training that had been developed for LGBTQ students in the past may be appropriate with effective training as well as subtle but visible ways to make it known that there is a safe space for male and female students to turn to after trauma.

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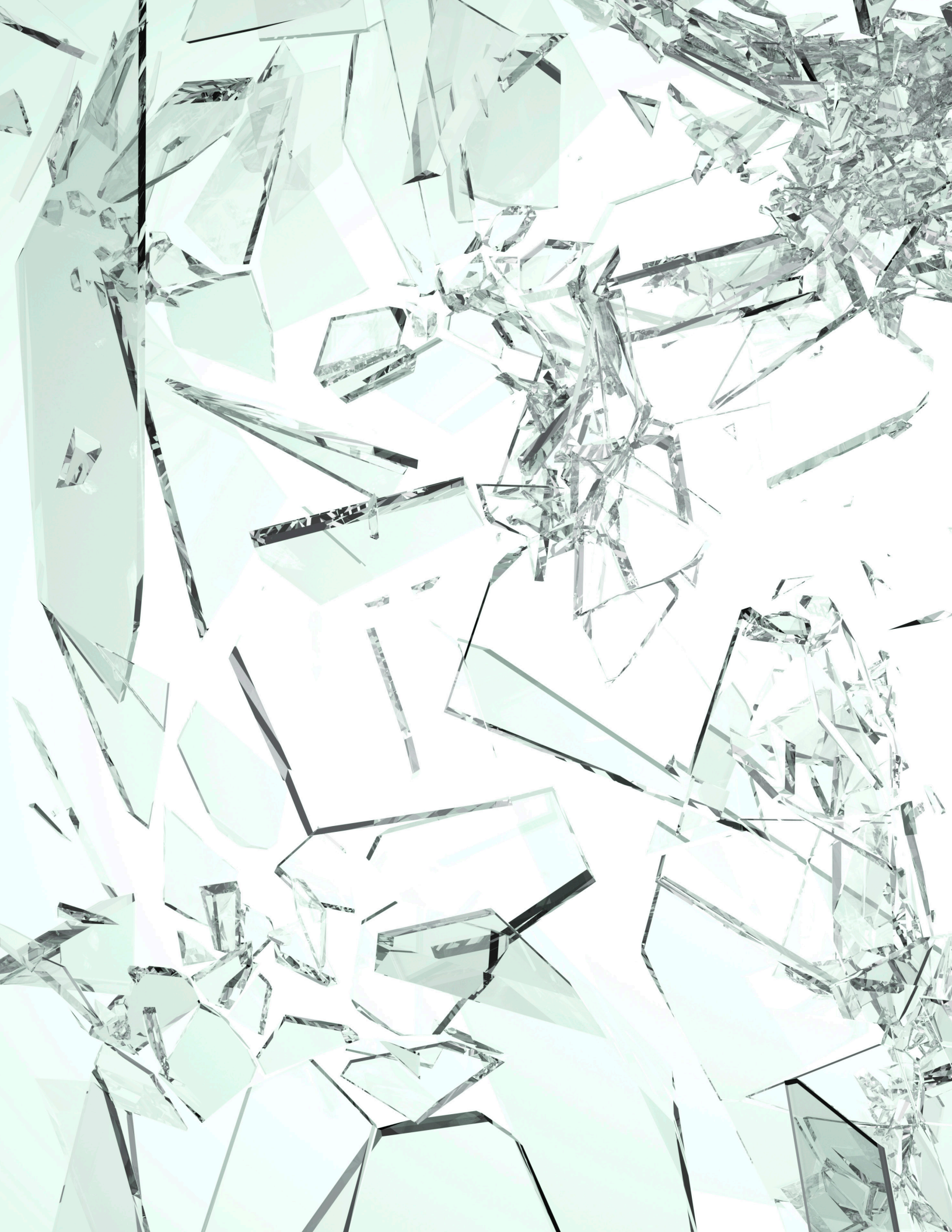

BREAKING THE CYCLE OF PARTNER VIOLENCE

by Kate Schaeffer

HOW TO SUPPORT OUR STUDENTS

Despite increased attention in the media and among college administrators, violence between partners continues to occur at a rate of nearly 1 in 3 (No More, 2015). It is likely that a student you work with has been a victim. If the stories in the media tell us anything, it is that such violence does not discriminate based on profession or income. College students, athletes, executives, and celebrities all seem to fall prey. This is an issue that affects students of all genders and sexual orientations on campus. All members of the campus community are obligated to support those affected, report signs of violence, and create a culture of safety.

Note: For the purposes of clarity, and because this issue affects all types of relationships and genders, the person who engages in the violent behavior will be referred to as the 'abuser,' while the person who is on the receiving end of the violence will be referred to as the 'victim.' However, please understand that when working with a person who has experienced violence, use of terms such as victim or abuser may not be the terms with which they identify. Survivor can often be a very empowering way to describe one who has survived a violent relationship. Ideally, the supporter should follow the lead of the person to whom they are providing support.

WARNING SIGNS OF PARTNER VIOLENCE

Isolating victim from their friends

Disproportionate responses to small arguments

Blaming the victim for abuser's own wrongs

Controlling behavior

Destroying property

The Cycle of Violence

Violent relationships tend to follow a cycle (Valparaiso University, 2015). They seldom begin with obvious warning signs or red flags. In fact, one way violent partners build up the relationship is to begin with what is commonly described as the "honeymoon period." During this period, the aggressor will lure their partner into a sense of security, and charm them with compliments, presents, and through being the ideal partner. During this time, the victim's friends may become jealous or talk about how lucky the victim is to have such a great partner. This period is key to the cycle of violence. It leads to the eventual victim feeling as though the violence is their fault, or their partner, truly, will not repeat the behavior again. Following the honeymoon phase, the relationship enters a phase that is referred to as "tension building," which can precede a violent incident. The victim may be increasingly isolated from their friends, small arguments can elicit a disproportionate reaction, and statements made by the abuser blame the victim. All of these are red flags that will become apparent in hindsight for the victim's loved ones. Professionals and student advisors must be vigilant for these warning signs.

While there is still one phase in the cycle of violence to describe, it may be helpful to pause here and reflect on relationships we, the supporters, may have experienced. It is very likely everyone can identify a relationship, theirs or that of someone with whom they are close, in which the partners have acted similarly to the behaviors described above. Think about it. New relationships commonly feel perfect. New love can often do no wrong. When someone meets a new partner, often friendships are cast aside temporarily to spend time with someone new. When that feeling begins to fade, and we learn what annoys us about our partner, we may overreact or blame them for our feelings. This is what is so scary about the cycle of violence, and why it is so vital to be open with our students about the warning signs of abusive partners. Without an open dialogue, it can be easy to explain the behaviors and incidents away until it is too late.

The final phase in the cycle is referred to as a "violent incident." This incident is generally not physical. Again, this is vital to remember. Many times we hear people say "I would leave if she hits me" or "If they ever hit the kids, I'm done." The abusers avoid hitting their partners or the children – at first. Relationship violence can involve mental or emotional abuse, financial abuse, sexual abuse, or, of course, physical abuse.

Following the violent incident, abusers justify the incident through victim-blaming, scapegoating, or explaining why the circumstances were at fault for this "one-time event." Victims often feel at fault for the event or feel badly for the pain their partner is feeling about their violence. This rationalization or feelings of guilt can lead to incidents being hidden or downplayed. The cycle then continues, with a return to the honeymoon phase immediately after a violent incident. The cycle back to honeymoon convinces the victim the abuser will not abuse again, the abuser regrets the behavior, and the victim was at fault for the incident. This cycle is intentional on the part of the abuser, who is manipulating their partner into staying in the relationship. This is the exact reason we see those who were abused return to their abusers; they have been manipulated and isolated into doing just that.

How to Be Supportive

What can we do to help those we care about and stop abuse in intimate partner relationships? By understanding the cycle of violence, we can seek to better understand the situation, and identify warning signs early. When we notice a student explaining away an argument that does not feel right to you, or when friends talk about being concerned that they have not spent time with a close friend, we can intervene. We can be ready to help students whenever they are ready to receive help, instead of unintentionally dismissing them because they returned to an abuser who apologized.

There are many ways we can support our students who experience violence. It is important to always believe the person you are trying to support. Minimizing incidents can only lead to internalization of blame or dismissal of gut reactions that should offer warnings for the future. Also, provide support, but try not to push a personal agenda. Victims may fear for their safety, and may not leave the relationship on a timeline that is comfortable to us as supporters. Try not to close a door to support.

However, as supporters on a college campus, we also must understand our requirements as reporters of violence and crimes. If we have information about a potential violent incident, it is our duty to keep our students safe. We may not be able to provide confidentiality to our students in these circumstances. However, by reporting per your institution's procedures to the Title IX Coordinator, students in violent relationships can be supported and kept safe. It is important to remember our obligation to the community as a whole; an aggressor will not stop at one victim.

Preventing partner violence is a community issue. It permeates all facets of our society, and affects people of all genders, sexualities, ages, races, and backgrounds. Recognize signs for all students, and provide equal support. It is the responsibility of all of us to know the warning signs and work to stop intimate partner violence.

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SPOTLIGHT

As the Perspectives editorial board explored the topic of sexual assault for this issue, a colleague in the Association reached out to share her story. What follows is her account in her own words.

I was raped in a fraternity house by a member of a fraternity.

I was not a freshman at a party or even a student at all. It was during my first job in fraternity/sorority advising. It has been almost ten years, and I have never told anyone.

It was a snowy day during one of the worst winters in decades in the small town I called home. It was my first job after leaving graduate school, and I had just moved cross-country to take on the exciting role of live-in house director for a fraternity. Throughout that winter we had a number of storms that caused the power to go out in parts of town. On this particular night, the power had gone out again, and I decided to go get something to eat at a nearby restaurant run by a fraternity alumnus I knew.

I had some food and ordered a beer when a young man sat down beside me. We began to talk, and he introduced himself. He mentioned he was a bartender at local bar and offered to buy me a beer. This is where things begin to get fuzzy and sections of the evening disappear. I only remember having two beers, and then leaving the bar. Somehow I ended up at his fraternity house, in his room, drinking and partying were going on throughout the unlit house around me. My words were slurred, and I wasn't quite making sense when he started to kiss and undress me. When he laid me on his bed, and climbed on top of me, I tried to scream 'no.' I was screaming it in my head, but nothing came out. I tried to fight, but my body wouldn't listen to me. I guess I just lay there until it was over.

As I struggled to find my way out of the dark house, and out into the snow, I looked back and noted the name of the fraternity with no idea what I would do. I made it back to my fraternity house not knowing what to do next.

As a strong, well-educated advocate and professional, I wanted to report what had happened to me, and for this man to be held accountable. In thinking about going to campus police, however, I feared what would happen if I did report the rape. I questioned every possible outcome. Would there be an investigation? Would my supervisor and others I worked with in fraternity and sorority life find out? Would I lose my job for drinking with a student, even though I did not know he was one or a fraternity member?

What would happen to the fraternity? They would surely be investigated for breaking alcohol policies. Would the campus newspaper find out about a "rape in a fraternity house?" How would that negatively affect the entire fraternity and sorority community? What if it made national news? Here I am working to promote the positive side of fraternities, but by reporting my rape I would effectively create another negative story to hurt the community's reputation. How would I ever find another job after this gets out?

I feared what the students would think if they found out through the Greek rumor mill that I was the one who turned in this member and his chapter.

I needed to confide in a friend about what had happened, but I didn't know where to turn. I was no longer close with many friends from college or my sorority sisters. This was not something I could reach out to my ex-boyfriend about, even though he was my closest friend. The friends I had made in town all worked at the University with me or were partners of coworkers, so I felt uncomfortable turning to them. Even my close friends in fraternity/sorority advising seemed off limits for fear that others in the profession would know my shame.

Unfortunately, this was not the first time I had been sexually assaulted, and that made the aftermath even more difficult. During my undergraduate career, I drank to the point of being unable to give consent, and men took advantage of that – my dorm neighbor's boyfriend, a man at a small off-campus party, and fraternity men. I was even drugged at a fraternity party my senior year, and then taken home by a sorority sister's friend, who had sex with me despite my vomiting all night. I never told my college boyfriend the reason I did not want him to come visit me that weekend was because I was drugged and raped, so instead I told him I was sick and he shouldn't come. I did not want what happened with any of them, but I never classified the situations as assault or rape until many years later. I had repressed those memories and feelings for years, but they all came flooding out after the incident that night.

Feeling alone with nowhere to seek help, I started to blame myself saying, "You never should have gone out or drank. You weren't drugged, you must have just drank too much so it's your own fault." I began to feel as though I deserved what happened to me because of bad decisions in college or letting myself be vulnerable. I am a smart, strong woman; how could I let this happen to me?

I became depressed and ended up leaving that job after the first year. I wanted to distance myself as much as possible from the experience. After moving for my next position, I found that I had lost a piece of myself. I had no strong personal relationships and very little confidence. I threw myself into my work and being busy so I wouldn't have to deal with my emotions. My relationships with men were superficial and based entirely on sex. I wanted to be loved, but felt I didn't deserve it or that if a –potential partner found out how messed up I was, they would run away as quickly as possible. Over the years, I have begun to deal with my issues, but there is no quick fix or cure all.

Looking back I wish I would have spoken up and told someone, for my own well-being and the opportunity to prevent it from happening to another person. But even now, I fear the effect opening up will have on my personal relationships, career, and the fraternity/sorority community.

As we continue our conversations on sexual assault, we need to consider not just policies, education and adjudication. It's not just about compliance, but also the environment we are creating for victims. If our close and supportive professional environment can feel unsafe for a victim, like me, to speak up or seek help, what do we think it is like for our students as members of the intensely social fraternity and sorority communities? What are we doing to support victims, limit re-victimization, and create an environment that fosters genuine communication?

For me and other victims, these are the questions we need to be asking and conversations we need to be having.

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